



Leading Parent Partnership Award (LPPA) Verification Report

School name:	Rednal Hill Infant School and Nursery Class
School address and postcode:	Irwin Avenue, Rednal, Birmingham, B45 8QY
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Award verifier:	Hannah Hall
Award adviser (if applicable):	n/a
Date of verification:	23 rd September 2019

Commentary on the evidence provided:

The school demonstrates an understanding, through analysis of data and parent voice, that academic workshops and meetings are not as well attended as parents evening and informal celebration events. Therefore the school responds with changes in timetable of events, different time options, and a curriculum focus that allows Parents to be engaged, in non- threatening partnership work. This flexibility, adaptation and reflective practice is a thread that runs throughout Rednal Infant and Nursery. At the very heart of their practice, and what informs and drives decisions (even staff appointments!) is always the child and their family.

All teachers understand their role in Parent partnership and the promotion and sustainability of it. From training all staff, to appointing the Reception manager as a DSL (her early intervention is sometimes key to picking up any issues primarily from the Parent/carer even as they enter the school) to excellent guidance within the policy, to curriculum planning, and the evolvement of the Site Managers role which hugely underpins the culture of partnership here. Where policy and systems have changed the importance of this agenda is still kept as high profile for example, the

meet and greet is facilitated by teaching staff and support staff and SLT are on the playground to respond to Parent needs.

I was impressed with the clear, bright and jargon free signage and information for Parent/carers, and my first impressions were really positive just from the obvious thought that has gone into designing the environment of the reception area. For example, toys and play materials to keep siblings entertained.

The learners I spoke with were hugely enthusiastic about the engagement opportunities for working with their parent/carers in school. They were enormously proud and happy that they had had a home visit from two members of staff together!!

The development of Parental engagement is also having an impact on attendance data. Staff are accountable for joint planning that includes opportunities for parental participation within the curriculum. However, the school invites Parent/carers in weekly to celebrate their children's successes (whether they are in receipt of an award or not!) It's this open door approach and transparency that many of the Parent/carers said they valued.

It was obvious that parent partnership isn't just a "tag on" or a sporadic timetable of events. Workshops, meetings, updates, are all carefully considered and planned in response to feedback. There were several examples of thinking outside the box, and also providing opportunity for parent/carers in a non-threatening and informal environment to access services and information whilst in a safe environment. Toast time was a direct result of the understanding of and need to make targeted Parent/carers (and, as a result their children) fee safe

Strengths identified during verification

Every member of staff understands their role in the culture of Parental partnership at Rednal Infant and Nursery and the significance of its impact. This is evident not just through policy and systems, but through the approaches and strong relationships used and forged by all staff.

This is a happy and calm place for learners, staff and Parent/carers alike. Ofsted in 2018 noted the strength of relationships and camaraderie between all staff working together. I picked up on this as I toured the school and spoke with Governors and Teaching and Support Staff.

Parent/carers and families feel listened to, safe and a sense that "we are all in this together". The opportunity to meet with several of the Parents, and the effusive feedback they had to give about the school and staff was inspiring.

The use of and embedding of Tapestry as a system of communication and sharing information, successes etc..

For example: "It feels like it's safe, not just for our kids but for us"

"They never make any judgements about us or the family, it's all child led"

"She scooped me up, and told me "we can do this together". And it is a together, they

Go above and beyond”
“They’re equipping them to grow into better citizens. The model the values and
Embed them”
“they’re never intrusive....their care....it’s genuine”
“It’s the time they give you.....they love our children like they’re their own”

Impact:

Attendance is at national expectations - significant impact in an area of high deprivation and low aspiration.

A culture of calm, certainty and safety for all Learners, their families and staff .(and visitors!)

A whole team approach and understanding towards Parental engagement and partnership. This includes a flexible, informed and reflective approach.

The school has begun to share their approaches and systems with the Junior school. This is already having an impact for those Learners identified as SEND and vulnerable along with their families.

Areas for development:

Continue to plan key events ahead of time to ensure parents have the opportunity to attend.

Develop your support and approaches for Parent/carers who have EAL and/or additional needs.

Develop the website alongside Parent/carers to support accessibility, school ethos and the promotion of Parent partnership

Verifier recommendation:

I recommend Rednal Infant and Nursery Class are awarded the LPP Award.



Leading Parent
Partnership Award

Head teacher comments:

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